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INITIATORY COURSES FOR COLLEGE FRESHMEN

It has always been a serious problem to transplant students from one type of school to another. Too often the difficulty which students encounter during such a transfer has not been fully recognized. There are, on the other hand, in recent years, an increasing number of colleges which are making some effort to initiate students into college work through a special type of instruction. A report on this matter is published in the bulletin of the American Association of University Professors for October, 1922.

At Amherst the initiatory course is called "Social and Economic Institutions." Several other colleges have similar courses which deal with the large problems of society and through such a study aim to give the student an awareness of his own place in modern civilization.

At Johns Hopkins University the course takes up more directly the problem of preparing students for college studies and responsibilities. The committee which planned the course describes it in the following paragraphs:

At the critical period in mental development which is marked by the beginning of college life the all-important thing is that the student should, if possible, be acquiring sound habits of intellectual procedure—habits of definite-

ness in ideas and accuracy in statement, a sense of the difference between the plausible and the proved, and appreciation of the contrast between the patient, critical and circumspect methods of genuine science and the casual observation and hasty generalization of the untrained mind.

It is of importance that every Freshman should from the beginning be made to feel that he is entering, not upon a mere continuation of his secondary school work, but upon an essentially new, distinctive, and much more serious and exciting stage of his education; and he needs a definite initiation into the methods and requirements of this new stage. To produce this effect upon the mind of the beginner, a course differing markedly in content and method from those usual in the secondary schools should be provided.

What this course tries to do is, first, to make the student definitely conscious of the processes of thought which he does apply in his own dealing with problems; second, to make clear to him what are the right processes; and, third, to habituate him to the use of the latter.

The outline of the course as given in 1921-22 is as follows:

1. Preliminary tests of students' ability and general knowledge
 - a) Powers of observation and accurate description
 - b) General information
 - c) Detection of fallacies in reasoning
 - d) Discussion of results
2. How to study
3. Knowing, guessing, and believing
4. Why people disagree in opinion
5. The art of consistency and of proof from conceded premises
6. Physical facts: how to get them
7. Causes and effects: how they are determined
8. Facts concerning past events: how they are established
9. How a great scientific theory is built up
10. Some fundamentals of the scientific conception of man and nature
11. Some characteristics and problems of the present age

A PLEA FOR EDUCATIONAL RECONSTRUCTION

On the occasion of his inauguration as chancellor of the municipal University of Buffalo, Dr. Samuel P. Capen, for some years past Director of the American Council on Education, made some very significant comments on American education and the need of its reorganization. These remarks were the more significant because they issued from a long experience of contact with institutions in all parts of the country. Dr. Capen, as specialist on higher education in the United States Bureau of Education and afterward in his office in the American Council, has, perhaps, had wider contacts

with the colleges and schools of this country than any other educator in the United States.

Viewing American higher education in its cosmic aspects, certain disconcerting facts immediately are evident. Nearly every type of institution, except the agricultural college, is overcrowded, congestion being most pronounced in colleges of arts and sciences. At the same time there is a general belief that the intellectual morale of college students has declined. The explanation most frequently given for this is the lack of motivation of the college of arts and sciences.

Some of the educational conditions that need to be corrected are:

1. The period devoted to elementary education is too long. Efficiency is offset by new subjects crowded into the curriculum, and proof is wanting that the so-called enrichment of the elementary curriculum has increased pupils' intellectual power.

2. Secondary education begins too late and ends too soon, failing to comprehend the whole period of general formal training. It is too diffuse and therefore superficial, providing very imperfectly for the preparation of those who straightway must earn a livelihood.

3. Fifty per cent of the work done in colleges of arts and sciences rightly belongs in the secondary schools, so that it becomes necessary to provide teaching methods and disciplinary régime in college for immature boys and girls rather than for men and women seriously entering upon preparation of their life work. There is a prodigal waste of time in college.

Ignoring for the moment the splendid achievements of the professional schools, the first thing clamoring for rectification is the fact that Americans enter upon professional careers at least two years later than citizens of other countries and the delay constantly is being increased by professional interests themselves which seek to extend the time devoted to training and impose higher requirements without reference to their effect on the educational scheme as a whole.

The three obvious steps to provide for the regeneration of education are:

1. Admission to college and continuance there should depend on a far more searching process of selection than any that now prevails. The creation of tests all the time is going forward, but the ultimate decision as to whether a student is qualified to remain can justly be made, if the moral courage of the faculty can stand the strain.

2. As early as possible in the college course there should be provision of opportunities for independent study, carried on in the spirit of research without meticulous oversight and with judgment only of the final results. None should be allowed to graduate who have not demonstrated their capacity for independent study and registered definite mastery of some field of knowledge.

3. The college should adopt all means possible to place secondary education where it properly belongs, and enter into co-operation with the school systems

from which the majority of its students come for establishment of methods of redistribution that will prove of advantage to college and schools.

The college of arts and sciences must be regenerated or it will die. It will be cut up into a multitude of professional divisions and disappear. Similarly, much of the confusion that now exists in the relation of the college to the professional schools could be cleared up by studies designed to reveal just what general information and what knowledge of special subjects are actually necessary for the several professional courses.

Organizations of doctors, lawyers, and dentists are forcing the universities both to extend the period devoted to training in the professional school and to impose higher and higher requirements in the way of preliminary education. Moreover, the demands of each professional group are made without reference to their effect on the educational scheme as a whole.

If my analysis is correct, it is clear that the United States faces the need of drastic and thoroughgoing reform in its whole scheme of education to the end that our children and our youth may be more effectively trained and that time may be saved in the process. The reform demanded does not consist of the mere readjustment of the mechanism of administration. It must go to the heart of the undertaking. It must deal with the content of subjects and courses. These must be definitely related to the future careers of the students who pursue them.

THE GREATER CHICAGO ENGLISH CLUB

The Greater Chicago English Club, which is now entering on its second year, merits attention from those who are interested in the cultivation of literary standards in the locality served by this club, and from those who are interested in a unique type of organization much broader in scope and purposes than the usual club. Contrary to what the name naturally suggests, the club is not exclusively an English teachers' organization. Privileges of membership are extended to administrative officers, to teachers of other subjects, and to persons of literary tastes and creative interests.

Three sections have been organized for special work, namely, library, education, and scribblers. Each of these sections holds monthly meetings for the investigation and study of problems relating to the interests of the respective groups, in addition to the general monthly meeting of the entire club.

The library section has for its purpose the gathering of information about recent and forthcoming books. Reports are prepared based on book reviews and announcements of publishers; lists of books are prepared by librarians, and the information thus brought

together is placed at the disposal of the club members and of schools and communities in which members are interested.

The education section is composed of teachers and takes as its problem the discussion of the various technical and professional matters relating to the better teaching of English literature and composition.

The scribblers division is organized for those members of the club who wish to do creative writing and avail themselves of the critical opinion of their fellow club members. This section is expected to provide the program for one of the general meetings of the club and to publish a volume of the literary products of the members.

The club now has a membership of 150 from the high schools in or near Chicago.

THE GROWTH OF INSTRUCTION IN EDUCATION IN UNIVERSITIES

The first circular issued by the School of Education of the University of Michigan contains a very interesting history of the development which led the Board of Regents of Michigan to establish in 1921 a separate division of the university charged with the responsibility of developing courses for teachers-in-training.

Extracts from this historical sketch are as follows:

The credit for creating the chair of the Science and the Art of Teaching is due to the foresight and wisdom of President James B. Angell, who clearly recognized the responsibility of the University to provide the state with educational leaders. . . .

In June, 1879, the chair of the Science and the Art of Teaching was established, as above stated. This new departure aroused the vehement opposition, especially from old conservative colleges and universities of the east and from normal schools which felt their own domain had been entered. The misconceptions of the normal schools were clearly set forth by President Angell in his annual report of 1879:

"We desire it to be most clearly understood that we have no intention of invading the territory of our neighbors of the normal school. We wish simply to aid our undergraduates, who come here for collegiate study, to prepare themselves for the work of teaching, which they are certain to undertake, whether we have this new chair or not. We earnestly desire to co-operate with and to aid in every proper way all the other educational institutions in the state. There is work enough and more than enough for all to do. The prosperity of each conduces to the prosperity of all the rest."

The logic of the movement, strongly and wisely supported by President Angell and the first incumbent of the chair, gradually forced itself home to such an extent that a quarter of a century later saw the chair established on a solid basis, similar chairs created in practically all of the colleges and universities of the country, and, in several of them, complete and independent schools or colleges of education with fully equipped training schools and the privileges of granting their own specific degrees.

The new professorship was filled at the same session of the Regents that created it—June 25, 1879. The resolution reads:

"Resolved, That William H. Payne, A.M., be and hereby is appointed Professor of the Science and the Art of Teaching at a salary of \$2,200 per annum, to take effect from October 1, 1879."

Only two courses were offered the first year, "one practical, embracing school supervision, grading, courses of study, examinations, the art of instructing and governing, school architecture, school hygiene, school law," two hours each week; and "one historical, philosophical and critical, embracing the history of education, the comparison and criticisms of systems of different countries, the outlines of educational science, the science of teaching, and the critical discussions of theories and methods," two hours per week. These topics were gradually expanded until seven distinct courses embracing twenty-one hours of instruction were offered.

On the resignation of Professor Payne, in 1888, to accept the chancellorship of the University of Nashville and the presidency of Peabody Normal School, Dr. B. A. Hinsdale was chosen as his successor. . . .

During Professor Hinsdale's administration, the department was enlarged by the appointment of a junior professor, who devoted one-half his time to the inspection of high schools. The number of hours of instruction was increased to twenty-five.

On the death of Professor Hinsdale in 1900, Professor Payne was recalled to his old chair and served until his death in 1907.

At this time the title of "Science and the Art of Teaching" lapsed and since that date the department has been designated "Education."

Though the department maintained a steady growth no innovations were made until 1911, when by joint action of the Board of Regents and the Ann Arbor Board of Education opportunity was given to intending teachers for observing the teaching process in the Ann Arbor High School. This opportunity has been annually extended and has proved very helpful to the students in the department.

In 1917 under the Smith-Hughes Act the scope of the department was broadened by the introduction of courses in vocational and industrial education, and in 1919 by establishing a Bureau of Tests and Measurements.

May 27, 1921, on the recommendation of President M. L. Burton, the Regents reorganized the Department of Education as a School of Education, to begin July 1 following.

STATISTICS REGARDING BOYS AND GIRLS FROM FOURTEEN
TO EIGHTEEN YEARS OF AGE

The school system of Winnipeg, Canada, has compiled a very useful census, giving much detailed information about approximately a quarter of the boys and girls in that city who are between the ages of fourteen and eighteen. This census has been reduced to a table and has been printed on a large sheet together with a map of the city showing the seventy-four districts for which the facts are given in detail.

The table distinguishes between those who are now attending school and those who are not attending. Of the 10,708 boys and girls included in the report, 4,734 are in public schools; 685 are in private schools; 207 are in university; 86 are in business college; and 11 are in other institutions. Eighteen hundred and twenty-three (1,823) boys and 1,717 girls are employed. The occupations in which the largest numbers are employed are indicated as follows: office assistants, 735; stores, 427; stenographers and typists, 413; messengers, 246; domestics, 223; factory workers, 211; mechanics, 172; printers, 121; farmers and gardeners, 72. Other occupations claim smaller numbers.

One interesting part of the table indicates the point at which the pupils who are not attending school withdrew. The figures are as follows: left school in the fourth grade or lower, 218; fifth grade, 405; sixth grade, 664; seventh grade, 783; eighth grade, 1,232; ninth grade, 375; tenth grade, 370; eleventh grade, 173; twelfth grade, 19.

The compilation of information of this type cannot fail to result in a more serious consideration of the needs of pupils in the organization and administration of the curriculum of all schools. Such information is more immediately useful as an instrument of school administration than that which is included in the ordinary age-grade table.

A STUDENT REPORT ON MANNERS

The principal of the high school at Decatur, Illinois, Thomas M. Deam, conducts a class in psychology made up of Seniors. Describing the content of the course, Mr. Deam writes:

While I have chosen to call the course psychology, from the nature of the work which we do, the term sociology suits as well. Perhaps educational psychology, ethics, or philosophy is as good a terminology. I hardly know if any one of these exactly explains the content of the course, for it varies from semester to semester, depending somewhat on the personnel of the class and their interests. We have used Phillips' *Elementary Psychology*, Colvin and Bagley's *Human Behavior*, Bett's *The Mind and Its Education*, and *How Children Learn* by Freeman as textbook material. This year I am planning to have a class in sociology and use a different book. In fact, I use my own syllabus rather freely, and the content of the course will not be as much changed as the label suggests. This work has been very helpful in keeping me in contact with the ideas and problems of Seniors. I have limited the class to thirty each semester, although many more ask for places.

Reports which have been on school topics in the past are: "A Social Program for the Extra-Curricular Activities," "Habit Formation and the Development of Character," "Study and Class Program for the Average Student," and "Rules for Study." "Psychology of the High School," a paper written by Harold Johnson, was printed in the *School Review* for February, 1922.

During the past year the class prepared a code of manners. This report was the outcome of committee work and class discussion. The code was mimeographed and distributed to all of the students in the school. Some criticism was heard to the effect that the maxims of this code are too elementary. To this the committee answered that it was desired to present only the minimum essentials. The class thought that probably most of the students knew the rules but did not practice them.

There are nine mimeographed pages in the code. The first page is as follows:

There has long been a need of some manual of manners for the high-school students of Decatur. Therefore, at Principal T. M. Deam's suggestion, a committee of three from the psychology class undertook to formulate the essential rules of social usage for young folks in this booklet. In writing this we have made no attempt at originality. The material has been taken, with some variations, from different books and pamphlets on etiquette. The ones used are: *Correct Social Usage*, published in 1907 by the New York Society of Self-Culture; *Manners and Conduct in School and Out*, written by the Deans of Girls in the Chicago High Schools and published by Allyn & Bacon in 1921; *Manual of Manners*, by the South Philadelphia High School for Girls; *Young Folks' Encyclopedia of Etiquette*, by Nella Braddy, and *Encyclopedia of Etiquette*, by Emily Holt, both published by Doubleday, Page & Co. in 1921; and *Lessons on Manners*, by E. E. Wiggins, published by Lee and Shepherd in 1885.

MANNERS IN THE SCHOOL

Avoid crowding on the stairways and through doors by keeping to the right; watch where you are going in order to avoid collisions; and remember if you do bump into anyone, a "Pardon me" or an "Excuse me" helps the other's feelings.

Hold a door open for a girl or an older person to precede you and do your part in preventing it from swinging into another's face.

Make your toilet in the privacy of your own room or in the rooms provided for it, not before mirrors on your locker doors or in other public places. After having made it as well as possible, forget it.

Well-bred people rise when addressed by an older woman who is standing.

It is not necessary for boys to help the girl of today up the stairs unless she is blind or crippled.

Boys should take their hats off on entering a building and should not put them on again until they are at the outer door ready to leave.

RESEARCH DEPARTMENT OF PASADENA SCHOOLS

The school system of Pasadena, California, has organized a department of research with a director in charge. This department has issued a bulletin defining the scope of the work which it intends to undertake. The bulletin is especially suggestive in the statement which it gives of the special problems which are to be attacked.

It would be impossible to list exhaustively the many types of data which might well be secured by co-operative research. The following, however, are suggested: (1) "Scholarship probability" (so-called general intelligence) levels of the several school populations; (2) special data concerning exceptional children—both the subnormal and the supernormal; (3) organized personnel data including facts concerning special capacities, aptitudes, interests, and other characteristics of students; (4) meaning and distribution of marks in the different schools and departments; (5) work interests and vocational preferences of students; (6) collected and organized data concerning opportunities for individual happiness and social service in these preferred occupations; (7) analysis of important occupations in agriculture, industry, commerce, women's work, etc., with a view to determining what should be the content of the vocational courses; (8) continuous survey facts relative to educational achievements as determined by a sane use of standardized tests and measurements; (9) comparative facts concerning junior high school organization, curricula, methods, equipment, etc.; (10) scientifically collected data for determining the objectives in school education; (11) comparative surveys of buildings and other material equipments; (12) studies of changing sectional needs within the city; (13) studies to determine the extent to which part-time education is being cared for within the city; (14) studies to determine the

extent to which the evening school is removing the deficiencies in the English of foreigners, etc.

An important aim of the department is to establish the machinery and methods for carrying on personnel research throughout the system. In order to determine what these methods should be, it will first be necessary to ascertain what the most effective practices are in up-to-date organizations of commerce, industry, and education. We shall be especially interested to know (1) the best methods for selecting the personnel of the teaching force; (2) the most approved methods of determining the proper placement of teachers within the system; (3) the best methods of insuring the professional growth of teachers during service; and (4) the best methods for pooling and putting into meaningful form the efficiency records of teachers. This should include much more than the mere rating of teachers. It should provide for making use of every type of evidence bearing on the efficiency of teachers. The "rumor" method of computing teaching efficiency should not be depended upon.

The Research Department should be prepared to give special assistance to the superintendent in those types of publicity work which are calculated to encourage the friendly interest and co-operation of the community. This, however, does not mean "advertising." It means making public such data as is necessary for the intelligent participation of the community in maintaining a progressive and efficient school system. The patrons, as well as the board of education, superintendent, and faculties need facts properly presented if they are to act wisely in matters pertaining to education. Without facts, we are likely to have erroneous notions and to act accordingly.

A COURSE IN VOCATIONAL GUIDANCE FOR TEACHERS

The importance of giving teachers a more adequate preparation in the field of vocational guidance is being recognized increasingly in teacher-training institutions. An announcement is issued by the College of the City of New York giving an account of the work that is being done along the line of such training in that institution.

A permanent bureau is maintained which keeps in contact with institutions throughout the country. This bureau is prepared to answer questions regarding industrial opportunities and related matters and has been able to be of service to as widely separated regions as California, Tennessee, and Georgia.

Teachers in all types of schools are given the underlying principles of vocational guidance and are directed in a discussion of the major problems in this field. The course makes a special appeal to all instructors in prevocational, vocational, junior high, and continuation schools, as well as to those in day and evening trade schools,

furnishing a background for the treatment of their problems, an understanding of what the schools stand for, and a determination of the modifications in ordinary school practice which will improve instruction and control of the adolescent boy and girl.

The course includes a study of the causes of withdrawal from school, of methods of guiding pupils into suitable occupations, of means of discovering aptitudes, and a summary of such studies as are available of systems of vocational guidance, occupations, and industrial conditions.

Surveys are made of systems of vocational guidance in this country and abroad. Much field work, such as visiting industry, is included in the course. During the last four years, the teachers and supervisors who have taken the course have visited many of the leading commercial and industrial establishments in New York City and vicinity. Occupations have been studied from the point of view of the welfare of the worker, and members of the class have prepared descriptions of the industries and the educational conditions which they present.

A feature of the course is the illustrative material furnished to the students; these are blue-prints, charts, survey reports, questionnaires, and literature.

NEWS-BULLETIN OF THE BUREAU OF VOCATIONAL INFORMATION

A new publication appeared early in October of this year under the title which appears at the head of this note. The bureau which is responsible for this publication has issued a number of excellent studies in the past few years and has established itself as a safe and productive agency for the collection and distribution of information about women's occupations. All who are interested in the training of girls will do well to get into communication with the bureau. Its address is 4 West 43d Street, New York City.

The first issue of the bulletin gives the following history of the bureau.

The genesis of the bureau goes back to 1911 with the incorporation of the Intercollegiate Bureau of Occupations. This organization, managed by the New York alumnae associations of nine leading eastern colleges for women, announced as its purpose "to investigate the present conditions of women's

work, to develop new opportunities, and to secure positions for educated women in pursuits other than teaching."

Worthwhile as was the placement work done by the Intercollegiate Bureau, from the beginning its managers recognized the peculiar value of the compiling of facts and figures regarding positions open to women. In this they saw a permanent contribution to vocational guidance and to business and professional women the country over.

1918 marked the end of an era for the Intercollegiate Bureau. The United States Employment Service, engaged in planning bureaus for professional workers throughout the country, looked for a medium for establishing such professional service in New York State. Because the bureau had frequently recorded its belief in the principle of free public employment, the board of directors offered its system, its equipment, and its good-will among employers to the United States Employment Service. The members of the staff of the Intercollegiate Bureau were therefore transferred to the federal pay-roll and its records placed at the service of the new bureau. This refers merely to the placement section of the bureau. The information and educational work continued to function separately, inasmuch as the Department of Labor had made no provision for conducting on a national basis research or educational work for the professional group.

For more than a year the work under the government continued until the appropriation made for its work was exhausted.

In the spring of 1919 the Bureau of Vocational Information was established to perpetuate the work so well begun by the educational and research department of the Intercollegiate Bureau. The board of managers, small but enthusiastic, believed that its work would serve as a definite link between the education of women and their vocational activities in order to bring about a closer correlation of the two. Three years of existence have justified the belief of that group. It is clear that there is a large place in the sun for a bureau that serves to interpret the character and requirements of the working world to women and to the educational institutions in which they are trained. It believes in the power of *facts* as the best guide into occupational life, and in the ability of mature women to choose their proper work when once given such fundamental facts. Every college in which women are being educated, every school, every woman's organization, and every individual woman facing a vocational decision, needs these facts. The Bureau of Vocational Information is the only organization devoted *exclusively* to making them available.

In spite of earnest effort on the part of the director and the board of managers, it seems difficult to convince the general public that we are not an employment bureau. Our ancestral tree is probably responsible for the too prevalent idea that part of our work is the placing of women in professional positions. Every scrap of information collected in our files is at the service of the public. When such information leads to the finding of a position we are glad, but in no case do we undertake to locate that position.